DOCUMENT RESUME

ED 380 330 SO 024 205

TITLE	Vietnam. National Studies. Asia-Pacific Programme of Education for All.
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE	91
NOTE	57p.
AVAILABLE FROM	United Nations Educational, Scientific, and Cultural Organization, Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.
PUB TYPE	Information Analyses (070) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS	Asia Pacific Programme of Education for All; UNESCO; *Vietnam

ABSTRACT

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Vietnam are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Achieving Education for All: An Analysis"; (2) "Primary Education during the Past Three Decades"; (3) "Statistics and Projections for the Future"; and (4) "Main Strategies to Achieve Education for All." Statistical data are presented, noting that the country's population doubles within 30 years and that the number of children registering to go to school is only about 50 percent of the total population in the ages of 6-10 years. Suggested strategies to address the program goals focus on a synchronized strategy for literacy training with the universalization of primary education and provision of complementary education for adults, under the auspices of a central Commission for Coordination in Guidance of Literacy and Universalization of 1st Level Education. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Asia-Pacific Programme of Education for All

ED 380 330

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- ☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
TIAO
PHOLLANGSAVATH
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

UNESCO. Principal Regional Office for Asia and the Pacific.
National studies: Viet Nam. Bangkok, 1991.
47 p. (Asia-Pacific Programme of Education for All)

1. PRIMARY EDUCATION – VIET NAM. 2. UNIVERSAL EDUCATION – VIET NAM. 3. LITERACY – VIET NAM. I. Title. II. Series.

379.5
379.24

Asia-Pacific Programme of Education for All

National Studies:

VIETNAM

UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
Bangkok, 1991

© UNESCO 1991

Published by the
UNESCO Principal Regional Office for Asia and the Pacific
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

BKL/91/M/143-1000

Contents

Preface

Summary

Chapter 1 Achieving Education for All: An Analysis 1

Chapter 2 Primary Education during the Past Three Decades 5

Chapter 3 Statistics and Projections for the Future 13

Chapter 4 Main Strategies to Achieve Education for All 27

Preface

The Asia-Pacific Programme of Education for All (APPEAL) was launched on 23 February 1987 from New Delhi, India by the then Director-General of UNESCO.

Through regional co-operation APPEAL aims to facilitate the national efforts of the Member States in Asia and the Pacific with a view to:

a) Achieving universal primary education;

b) Eradicating illiteracy; and

c) Providing continuing education in support of (a) and (b) above.

After the launching of APPEAL, the Member States formed National Co-ordination Mechanisms for APPEAL to mobilize public opinion in favour of literacy programmes, primary education and continuing education, and strengthening those programmes at government as well as non-governmental levels. Many Member States have organized national special events like seminars and workshops to mark the launching of APPEAL in their respective countries. As of December 1989, 20 Member States have formed National Co-ordination Committees for APPEAL or designed existing organizations as National Co-ordination Mechanisms for APPEAL Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Laos, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Thailand and Viet Nam.

In order to assist the Member States to formulate national strategies to implement APPEAL in their countries, the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) organized a Regional Workshop for National Co-ordinators of APPEAL in co-operation with the Ministry of Education and Government of Thailand in Chiangmai, Thailand August 1987. This workshop discussed and developed approaches and strategies to implement APPEAL at the regional, national and local levels. It was attended by 31 primary education, literacy, and continuing education experts from 16 Member States in Asia and the Pacific.

Tangible outputs of this regional workshop were national plans of participating countries and a regional plan of action for the implementation of APPEAL, as well as a sincere commitment from the participants of the countries represented to pursue with vigor the implementation of APPEAL.

UNESCO convened the first Meeting for Regional Co-ordination of APPEAL in Bangkok, Thailand, November 1988. Preparatory to this First Meeting for the Regional Co-ordination of APPEAL, UNESCO/PROAP requested the National Co-ordination Committee/Mechanism to conduct a National Study of APPEAL highlighting achievement, problems, policies and plans to achieve the goals of APPEAL.

The National Studies was submitted to the First Meeting for Regional Co-ordination of APPEAL which discussed the issues raised by the national studies and made a number of suggestions to UNESCO and the Member States for the improvement of plans, progress and strategies for achieving the goals of APPEAL.

UNESCO/PROAP is very grateful to the National Co-ordination Committee/Mechanisms for APPEAL and the National Commission for UNESCO in the Member States for providing the national studies and making it available for all people concerned. Unesco also acknowledge the contribution made by individual scholars to prepare the studies.

The national studies provide very valuable information, data and insight of planned and existing programmes in literacy, primary education and continuing education. UNESCO/PROAP is therefore, very happy to publish it and make it available for all interested.

Summary

Within the framework of APPEAL the policy of the Socialist Republic of Vietnam is to make all working people literate and conduct follow-up activities to consolidate their skills in reading writing and arithmetic. The policy also calls for the universalization of primary education among all children in the age group 6-15 years.

The universalization of primary education still presents a host of difficulties. Population growth in Viet Nam remains rapid. Despite 30 years of war the Vietnamese population still doubles within 30 years. Each year between 1.5 and 1.7 children are born, presenting great problems for the education system. The number of children registering to go to school is only about 50 per cent of the total population in the age bracket 6-10 years. Because of the deficiencies of the primary education system, particularly in the mountainous and remote regions, and the large number of drop-outs, the number of illiterates tends to rise with every passing day. This calls for a synchronized strategy for literacy training. Universalization of primary education needs to be accompanied by the provision of complementary education for adults to consolidate and retain their literacy skills.

In 1980 the estimated number of illiterates in Viet Nam was 4,621,000. Over the next 10 years approximately 2.5 million people will be made literate each year so that the entire population is likely to be literate by the year 2000. By 1995 literacy training and universalization of primary education is to be completed for all children throughout the country with the exception of those living in utterly disadvantaged areas.

A central Commission for Coordination in Guidance of Literacy and Universalization of 1st Level Education was set up, composed of an Education Vice-Minister as Chairman and 10 executive members department chiefs and deputy chiefs) representing Departments for Complementary Education, General Education, Planning and Accountancy, Personnel, Training and Retraining, International Cooperation, and Institute of Educational Sciences of Viet Nam. Its Secretariat consists of cadres from the Ministry of Education and UNESCO National Commission. The APPEAL National Commission plans to include representatives from such non-educational institutions as Culture and Information, Youth, Women, Trade Union, and Public Health.

BEST COPY AVAILABLE

Chapter 1

Achieving Education for All: An Analysis

Prior to the August Revolution (1945) over 95 per cent of Viet Nam's population of 20 million were illiterate. In the populous plains, 5-7 villages shared an incomplete primary school or even one infant class; each district usually had only one complete primary school.

Realizing the social urgency and the tremendous political and cultural significance of literacy, the government laid down a guiding line, policy and plan immediately after the achievement of national independence in August 1945. Part of the government's 2 September, 1945 speech on foreign policy read: "A new education is now under organization. Primary education is likely to be obligatory. In a very near future, an order on obligatory learning of the mother tongue will be decreed to achieve thorough literacy..." In the government's first session one day after the declaration of national independence, President Ho Chi Minh defined the policy on combating ignorance as second only to the policy on combatting famine. He even proposed the launch of a literacy campaign and called upon the entire population to participate in the movement.

The literacy policy found its expression in the State's decrees on the establishment of a Department for Popular Education to see to literacy throughout the land, on the formation of evening classes for workers and farmers, and free, compulsory learning of the mother tongue.

With this well-defined policy, the literacy campaign set itself several goals, with a view to broadening the people's vistas to take part in the national construction and defense: every Vietnamese should know to read and write the mother tongue, do the four arithmetic calculations and have some popular knowledge of hygiene and science, national history and geography, and civic morality.

Large-scale literacy campaigns were launched and recorded encouraging achievements. The first campaign was started in 1945-46 under the slogan "Learning, teaching and helping Popular Education is loving the country." Throughout the resistance war against French

colonialism (1946-1954) in conditions of fighting, production and learning, in the free zones as well as in the occupied areas, literacy classes were formed. The second large campaign (1956-1958) recorded the following achievement: 93.4 per cent of the people aged from 12 to 50 in the plains and midlands of the North knew how to read and write, marking a period of accomplishment of basic literacy in the North.

Literacy over the past 3 Decades

To further continue the State's consistent policy for literacy and improvement of the working people's educational background, a policy for post-literacy (i.e. complementary education) was worked out immediately after achievement of basic literacy in the North as part of the first Five-Year Plan (1961-1965) for socioeconomic development.

The literacy follow-up policy and plan were aimed at attaining these two major goals:

1. Universalizing 2nd-form among the working people to avoid the return of illiteracy and to bring the effects of their learning into play in life and production.
2. Universalizing primary education among cadres and young people, who formed the nuclei of leadership, production and fighting units during the revolutionary wars for national liberation and independence. These people could not afford time or find conditions to learn, and their education would lay a foundation for the raising of standards of leadership and management.

After the national reunification (1975), the policy and goal for literacy were more specified, by virtue of the different situations of the two parts of the country:

- Active literacy to be accomplished in the newly-liberated zones in the South within 2 years.
- Organization, motivation and continuation of literacy in the rest of the North with creation of a large-scale movement for complementary education.

With the literacy policy and goal mentioned above, the progress in the execution of literacy follow-up programmes in Viet Nam for the past three decades (marked by 3 literacy periods: 1960-1975, 1976-1980 and from 1981 up to today) may be evaluated as follows:

1. Literacy was achieved for another 3 million people by the end of 1977. The literates had better conditions to further raise their educational standards, and were capable of applying and developing their knowledge to a certain extent in their work and production, making a contribution to national construction and defense in the gradual advance against backwardness.
2. The follow-up activity maintained continually, even during the grim days of the war (1960-1973), made positive contributions to improving the working people's cultural background. It also contributed to the training and retraining of the large army of cadres and employees. Over 400,000 cadres and young people finished their 3rd level complementary education; millions of others attained primary and secondary level education. It was thanks to complementary education that nearly 60,000 cadres and youths furthered their studies at universities and colleges, high schools and technical secondary schools and became doctors, engineers, professors and key leading cadres at economic, military and civilian offices of all levels.

3. Fundamental problems have been defined and formulated in Adult General Education which is part of the Vietnamese educational system. In the course of complementary education formation and activity, a large number of problems have emerged and they have been rectified or lessened. Curricula, syllabi and textbooks have been compiled, especially for complementary education. A large brigade of full-time complementary education cadres and instructors has been assembled, numbering over 30,000 (school year 1986-1987) members from the central to the grassroots units, not to mention tens of thousands of part-time instructors. A network of complementary education schools has been established over many years with over 300 full-time and 800 in-service complementary education schools from provinces, towns and cities down to enterprises and villages.

Progress of Continuing Education since 1970

Since 1970, continuing education in Viet Nam is characterized by the following salient features. Literacy follow-up learning has been tested on a large-scale since 1980 in the form of a course of specialized subjects in culture, science and technology for those working people without the opportunity to continue their learning in secondary level education. The peak school-year (1986-87) recorded over 135,000 learners attending courses of one session a week. The lessons cover specialized topics in all the fields necessary for their life and work, i.e. cultivation of crops, animal husbandry, hygiene, family life, population, birth control etc, with a total of about 50-60 topics per year.

Further, the number of adult learners attending 3rd level complementary education and finishing complementary education secondary schools has been on the increase as depicted in the table below.

School-year	Learners attending 3rd level	Learners passed Exams
1970 - 1971	6,538	3,112
1974 - 1975	11,179	7,130
1979 - 1980	43,315	26,864
1985 - 1986	68,731	54,331

From 1971 to 1985 (15 years), 320,038 learners passed their 3rd level final exams, or 8 times higher than the corresponding figure for the same space of time (15 years) before 1970 (i.e. 40,000 learners). From 1971-1975 22,518 learners passed 3rd level final exams. From 1976-1980 106,351 learners, and from 1981-1985 191,169 learners passed 3rd level final exams.

In the 1987-1988 school year alone, more than 94,000 learners took tertiary level complementary education final exams. This may be interpreted as follows:

- The 3rd level general education system could take in only an average of 30 per cent of the total number of basic school leavers each year, hence the increasing number of young boys and girls attending 3rd level complementary education schools.

- Young cadres and workmen had a desire to acquire 3rd level education as a condition for further attendance at political or professional courses, or for entrance exams at high schools and technical secondary schools.
- The number of full-time complementary education schools tended to rise from 1970 to 1985, while the spare-time complementary education schools were further consolidated and developed. The after work learners make up an overwhelming majority, since it is the principal form of learning for working adults in Viet Nam. In 1980-81 there were 1,035,000 students of Complementary Education, 895,000 of them, or 86.6 per cent, attending spare-time courses. In 1985-86 there were 450,000 students of Complementary Education, 402,000 of them, or 90 per cent, attending spare-time courses.

In the two recent school-years, there were about 400 full-time and 800 spare-time complementary education schools. Many of the latter, particularly the provincial ones, are very large, taking in 2,000 - 3,000 learners.

Full-time Complementary Education Schools

The learners are allowed to stay away from work completely to finish a course or a level of education and are entitled to salary or scholarship from the government during their study. These schools often cover the curricula of 1st-level education in 2 school-years (4 courses); the 2nd level in 2 school years, the 3rd level in 3 school years (1 session a day in class, and 1 session at home). There are 2 types of full-time complementary education schools, one for cadres and the other for young people.

Sparetime Complementary Education Schools

These exist in the provincial or district towns, in an economic centre, or at a production unit (village, enterprise etc) and are often active 2-3 evenings a week. The provincial schools cover various systems to take full advantage of the teachers' capabilities: some classes are active in the evenings, some work 2-3 days running, or 3-4 days per month (suitable for those often on the move). Others work one session a day (the learners spend the rest of their time at their offices).

Work-and-Study Complementary Education Schools

These operate mainly in the country for clusters of villages and offer 2nd or 3rd level education according to each period. The learners study and do productive work under the guidance of the board of direction and the teaching staff (1 session in class and 1 in productive work per day). Their productive work is also varied according to occupation and locality: farming; selection of seeds; tile or brick making; mat making; handicrafts. Both the learners and the teachers are entitled to part of their incomes, the rest goes to the school's funds.

Half-time Complementary Education Schools

Reserved for cadres of the production units (villages, enterprises). The learners spend 1 session per day in class, the rest of their time at their work-places. The learners are likely to work 20-24 teaching periods a week, thus shortening the course duration.

Chapter 2

Primary Education during the Past Three Decades

From the late 1950s to the mid 1960s

After the Resistance War against French colonialism (1946-1954), Vietnamese education was faced with tremendous difficulties. Due to the war conditions a large number of children and working people remained illiterate. Many schools were destroyed. In their retreat, the French colonialists sought to blow up school premises and took away facilities, books and materials of schools and colleges and educational establishments, particularly those in the cities, or reduced to ashes what could not be taken away.

Thus, after liberation, the government encouraged the formation of popularly run schools by motivating the entire people to make material and financial contributions to the construction of school premises, blackboards, tables and chairs. It was thanks to these timely measures that in the school year 1954-1955, immediately after liberation of the North, quite a large number of new schools were opened, especially 1st level (primary) schools, in places that formerly had none.

The government took active measures to satisfy the demands of post-war educational restoration and development by reallocating teachers and forming crash courses to train teachers for primary schools (by recruiting people with certain general education backgrounds for intensive training courses of 12 or even 2-3 months). In all parts of the land, short-term courses were formed to retrain school principals and replenish capable managerial cadres for all school boards.

The general education system at this stage was composed of 3 levels: 1st level (4 years); 2nd level (3 years); and 3rd level (3 years). Each school year consisted of 9 months of work and 3 months of summer vacations (the teaching staff spent 2/3 of their summer vacations attending professional retraining courses). Textbooks were compiled in all urgency, particularly primers, books for arithmetic calculations and popular science books for primary education.

The Vietnamese government's viewpoint on educational policy at this stage was well defined as President Ho Chi Minh addressed the 1956 National Conference on Education: "In the all sided national construction we are running short of cadres, namely engineers, specialists, skilled workers, teachers. That is why we should strongly develop universities, colleges and technical secondary schools. To this goal, importance should be attached to the 2nd and 1st levels and pre-school education."

In line with this policy, in 1958-59 nurseries began to be developed and expanded in almost all the populous provinces throughout the land. By 1960 there were 14 times more nurseries than there had been three years previously.

Together with the development of nurseries, infant classes were reorganized as a major initial step for the universalization of 1st level education. In quite a few localities the people themselves selected instructors, built school premises and made tables and chairs for the little children at their own expense.

As for young children over infant school age but unable to read and write, the Ministry of Education advocated the establishment of particular 1st-forms which completed both the infant class and the formal 1st-form curricula within 1 year.

The universalization of infant education was aimed at radical literacy and preparation for universalization of 1st-level education. The Ministry defined the norms for infant education universalization, mobilizing at least 90 per cent of 6 year olds to go to class. By the close of 1960, almost all the provinces in the plains accomplished the universalization of 1st form with an addition of 800,000 children going to class or, in other words, an increase of 300,000 over the school year 1955-1956.

A major guideline by the early 1960s was the reliance on the people's support to develop popularly run 1st level schools to take all school age children. School patronage boards with the most active parents as members were formed to provide assistance to schools in their organization of educational work. They would hold discussions with school children's parents to fix school fees, recruit local people as instructors, and, when necessary, manage the construction of schools with their own materials and workmen.

The early 1960s witnessed the continual development of nursery-infant education with support of the whole society. The Women's Union, the Youth League and the District Rural Development Committees undertook the patronage of nursery-infant education. Many rural and urban districts, including those of some mountainous provinces, were able to get 90 per cent of children of the 3-6 year age group to nurseries and infant classes. In the school year 1964-1965, the number of nursery and infant children went up to 5 times the figure reported for the school year 1960-1961.

In the meantime, the universalization of 1st-form was well under way. The number of 1st level schools had increased 1.5 times over 1958, the number of 1st level schoolteachers went up by 2.7 times; the total of 1st level schoolchildren in the school year 1958-1959 was 1,117,000. It rose to 1,522,000 in 1958-1959 and to 1,900,000 in 1960-1961. At such a rate of development, 1st level education inevitably experienced a great shortage of school premises and teaching staff. At this juncture, efforts were made by the educational service to take full advantage of the people's support in manpower and materials. As for 1st forms (infant classes), full-time teachers did the teaching for 2 sessions a day in 2 different classes, 3 hours

each session for each class, and were paid honorariums by the parents. Part-time teachers would do 1 session a day for 3 hours and spent the rest doing productive work with cooperative members; they would be paid stipends by the cooperatives. As in other cases, the people were mobilized to make financial contributions to construction and accommodation of schools. A number of provinces were able to bring 95 per cent of children of the appropriate age to 1st-forms.

The guideline of reliance on the people's support for development yielded fine fruits in motivating and creating conditions for their 1st level school age children to go to school. By the mid-1960s, against the then population, an average of 14-15 out of 100 were general education pupils, mainly low level, with females making up 40 per cent of them.

Even in the early 1960s, the educational policy was aimed at developing education in the mountainous provinces by practising educational democratization of the ethnic groups which had been much deprived in history.

Alongside the progress of literacy (in ethnic languages or in Vietnamese as lingua franca) among adults, a network of schools, mainly 1st level, was given priority in construction, even in the remote highlands. By the late 1950s education in the mountainous regions had already recorded considerable achievements. With the exception of a few out of the way areas, numerous mountainous villages ran 1st level schools, with a total of over 60,000 ethnic schoolchildren (including more than 16,000 females) or 3.24 per cent of the ethnic populations (specifically 8.75 per cent among the Tay, 4.52 per cent among the Muong, 3.98 per cent among the Nung and 1.73 per cent among the Thai).

A Central Mountain Teachers' Training School was formed to turn out 1st level teachers for the ethnic groups, by selecting students among ethnic people. What's more, to render assistance to the educational development in the mountainous regions, the government adopted a policy of motivating teachers from the plains to take up the teaching in the highlands. The teachers who volunteered to do teaching in the mountainous regions were willing to motivate the local people to open schools. With the people's support, they themselves saw to everything to have schools and classes and pupils to carry on their work. The teachers were present wherever there were ethnic school children even though in some cases only half a dozen pupils went to class. In many schools a teacher at times had to do the teaching of two or three classes with pupils of all ages from ethnic groups with very different customs and ways of life. Boarding schools for highland children were set up, providing favourable conditions for pupils from afar to live and work at school. As a result, in the school year 1964-65 almost every mountainous village had one 1st level school; there was one 2nd level school for every 6 villages; and every province had 3rd level schools. Quite a few mountainous provinces operated teacher training schools to turn out teachers for 1st level schools with up to 1,000 students.

During the People's War of 1965-1975

For about 10 years, from 1965 to 1975, the whole of Viet Nam was engulfed in the war against United States forces, the most devastating war in Viet Nam's history. In North Viet Nam (i.e. the Democratic Republic of Vietnam) the U.S. air-force and navy bombed and strafed not only military and economic targets but educational establishments as well. Vietnamese education was faced with tremendous difficulties. Almost all the schools in

towns and cities, along strategic communication lines, and in the vicinity of ports and railway stations sustained damage during the hostilities.

An enormous challenge confronted the universalization of education; the fruits of educational development of the previous years were in danger of being stunted. Due to the devastation of schools and the daily bombing and strafing, the children could not go to class as usual, particularly the 1st level pupils. In the face of this situation, Vietnamese education advocated a change to fit war circumstances and to create favourable conditions for the accomplishment of educational work. The major guideline for the change in this period was to carry on educational work in conformity with the new situation by preserving the utmost safety of the schoolchildren and by further associating teaching and learning and all school activities with actual life and production.

The curricula had to be simplified to fit the circumstances. All localities promptly executed the evacuation and dispersal, in all urgency, of all schools and classes from towns, cities and densely-populated areas. The evacuation and dispersal of tens of thousands of classes and millions of schoolchildren to the immense areas of the plains and mountains turned out to be a Herculean task to be fulfilled through the people's active support. In many localities the schoolchildren were lent large houses by the villagers, warehouses by the co-operatives or even offices by the people's committees for classrooms. Air-raid shelters and trenches were dug around the classrooms, and the teaching sessions rearranged in accordance with air-defense conditions to avoid the enemy's bombing and strafing. In some places they went to class at night, in some others the class began in the small hours of the morning. Thus in a short space of time in the second half of the year 1965, tens of thousands of schools were dispersed with proper measures to maintain safety for both the teacher and the pupils.

Indeed, the efforts made in the guidelines and measures for educational development in the war period brought about considerable results. In spite of the war, general education was still developed. Schools and classes were scattered deep in the villages and hamlets until the school year 1967-68. Every village had one or two 1st level schools. The annual enrolment of first formers increased by 15.4 per cent, taking in about 80-85 per cent of the children of 1st form age. The rate of schoolchildren against the total population was 23 per cent, of which over 40 per cent were schoolgirls. By the school year 1968-69 the lower forms of the 1st level took in 1 million children, an increase of 270,000 compared with the beginning of the war (1964-65).

The peak of educational development during the war was reached in the year 1970. In comparison with the school year 1967-68, the total of nursery children was 516,000, increasing by 32 per cent. The enrolment of infant classes stood at the same level of over 1 million. The total of schoolchildren of all the 3 levels of general education was 4,166,300, increasing by 13 per cent. Nevertheless, the requirements for educational development were higher than the inputs in manpower, material and financial resources. Therefore, education during the war period showed constraints and weaknesses that had consequences which carried over to the next period :

- Enrolment and dropout: The universalization of education according to age brackets came to a standstill in quite a few localities, with the war as the principal reason, when a number of schoolchildren refused to go to class or even gave up learning. This was particularly the case in the nurseries and the early forms of the 1st level. Fundamental studies in many provinces showed that the number of first formers refusing to go to school went up to 30-40 per cent and that of dropouts in many cases was 50 per cent or even higher in a few cases.
- Educational quality: Due to the simplification of the curricula, the schoolchildren's learning conditions (going to class at night or early in the morning), the teachers' living and working conditions and the shortage of facilities, the quality of education during the war period went down quickly and to a serious extent. Numerous investigations of educational quality of 1st level schoolchildren showed a deplorable reduction of the pupils' health conditions, malnutrition, an increase of eye-affecting diseases (due to dark classrooms), and malformations of the vertebrae (due to sub-standard tables and chairs), producing an alarming situation in many localities. More often than not, only about 40-50 per cent of the school children reached educational norms to go to higher classes, hence the increase of repeaters and dropouts. The educational outcome was not more than 50 per cent (comparing the number of school leavers with the number of those who had enlisted 5 years before).
- Teachers: The teaching staff were not trained under a regular system, and they were still lacking in number. Due to the war conditions, lack of retraining and shortage of materials, a majority of teachers were far from satisfying the requirements of their work. As a result, the quantitative and qualitative problems of the teaching staff brought considerable consequences to bear upon the quality of educational work for many years to come.

From 1975 up to the Present Day

Over the last decade, the universalization of 1st level education in Viet Nam has had to surmount difficulties inherited from the previous period. The 10 year war had enormous consequences. In the North, educational work had to switch its activity from war to peace conditions. As soon as the war ended, hundreds of thousands of schools and classes and millions of pupils were transferred from the evacuation places back to the towns and cities. Many secondary schools had a serious shortage of classrooms. In the cities, many schools had to work in 3, sometimes even 4 shifts a day. Some pupils who had dropped out during the war years now came back to school. In the cities, each class had an average of 60 pupils or more. All discipline in learning and physical training had changed. There was a great shortage of textbooks and stationery.

After their liberation in 1975, the provinces in the South had over 4 million illiterates, both adults and children, mostly in the countryside and the ethnic areas. In the past decade, the population explosion was out of step with socioeconomic development, which constituted a factor to further aggravate the intrinsic difficulties of educational work. Each year an addition of 1.7 million newborns has put pressure on the development of kindergartens, nurseries and 1st level education.

The Vietnamese government has been persistent in the universalization of 1st level education as a major goal of post-war education. In 1973, the government decreed the

execution of 1st level universalization among the children of appropriate age in the North. Its objective was to educate at least 80 per cent of children to 1st level by the age of 11.

By 1983, on the basis of the assessment of the difficulties in the universalization of 1st level education in different regions, a guideline was laid down by the government to specify the content and objectives of 1st level universalization among children of the 6-15 age bracket. Guidelines were established for two different kinds of zones - zones of developed education and zones of underdeveloped education.

In 1987, the government set a number of objectives to be achieved within 4 years (1987-1990), taking further measures to apply universalization of 1st level education to children of the 6-15 age group, and assigning specific tasks to local governments to be responsible for motivating all children of the age bracket to go to class. These objectives were worked out on the basis of a fundamental investigation of the situation with specific statistics on the total of schoolchildren in the age bracket, the repeaters and the dropouts. The localities defined statutes of stipends for teachers and volunteers for participation in the literacy education of the children who had refused to go to school. The education department should cooperate closely with the parents to motivate their children to keep regular attendance and with the teachers to improve the quality of their teaching with a view to reducing the rate of repeaters and dropouts.

Quite a few workshops have been held in the localities and different regions to facilitate exchanges of experience in the preparation of teaching materials, the training and retraining of teachers for educational universalization and cooperation between the school and the families in creating conditions for children to go to class and to complete 1st level. Some other workshops have also been held on experiences in the conduct of 1st level universalization among those who are deprived in out of the way localities.

The efforts made have been considerable, but the statistics show that a lot of difficulties remain for the time being, particularly those which developed during the early 1980s. In 1980, the total of 1st level school children in the whole country made up only 60.9 per cent of those in the 6-10 years age bracket, although it had increased by nearly 2 million since 1970. Such a low rate is largely due to the uneven development between the regions : some towns and provinces in the plains can motivate 80-85 per cent of the children of the age bracket to go to school whereas other localities, particularly those in the mountainous region, can achieve only 20-30 per cent. Among the 1st level schoolchildren, the rate of class repeaters and dropouts is getting higher and higher, reaching 15-20 per cent in some localities.

Since the early 1980s the educational effectiveness of the 1st level has gone down. On the strength of a fundamental investigation conducted in different regions of the country, a comparison of the total enrolment of first formers in 1981-82 and the remaining figure in 1985-86 has shown us the following:

Survival rate of students 4 years after enrolling in 1st form:

63.31 per cent	-	10 provinces of the plains of the North.
38.07 per cent	-	8 provinces of the mountain region of the North.
45.35 per cent	-	3 provinces of the mountain region of the South.
54.83 per cent	-	8 provinces of the Southern Central region.
40.43 per cent	-	9 provinces of the South.
75.46 per cent	-	Capital city of Hanoi.
64.76 per cent	-	Ho Chi Minh City.

These figures show that to achieve universalization of 1st level education it is necessary to take steps to reduce the number of dropouts and class repeaters and make greater efforts from now until the year 2000.

Chapter 3

Statistics and Projections for the Future

On the basis of the tables of statistics it is possible to make a few remarks on the situation and perspectives of the "Education for All" Programme:

1. The population growth of Vietnam remains relatively rapid. Despite the 30 years of wars, the Vietnamese population still doubles within 30 years. Every year about 1.5 - 1.7 million newborns come to life, presenting a great problem for education, particularly universalization of primary education (see Table 1.B.1.).

2. The total number of illiterates remains high, no less than 6 million according to the annual statistics, which means there are very great efforts to be made in attaining literacy goals, even though literacy work experienced its golden periods: by 1958 literacy among the target group 15-50 years of age was achieved in the North, and by 1978 (3 years after national re-unification) in the South. Due to lack of consolidation, however, many have relapsed into illiteracy. Because of the deficiencies of universalization of primary education, particularly in the mountainous regions or out-of-the-way corners, and the large number of dropouts, the total number of illiterates including 7 year olds and those aged over 50 years tends to rise with every passing day. All this calls for a synchronized strategy for literacy; a radical universalization of primary education of children and complementary education of adults against the return of illiteracy, with great importance attached to the literacy campaign conducted among the entire population (see Table 1.B.2).

3. The universalization of primary education still presents a host of difficulties. The number of children registering to go to school is only about 50 per cent of the total population in the 6-10 year age bracket. This is the case despite the high registration of first-formers and the fact that the government advocates the provision of sufficient places for all school age children. So why then is the total of primary school children so low? It is because the number of dropouts and out of school children remains

large, about 30-40 per cent or even higher in the mountainous areas and remote localities. The point is to apply a combination of various measures in the strategy of universalization of primary education:

- Actively motivating all school age children and creating favourable conditions for those from disadvantaged areas to go to school.
- Improving educational quality with a view to limiting class repetition and dropping-out, since the principal cause of this situation is the repetition of the same class by deficient pupils leading to subsequent disappointment and dropping-out, especially among schoolgirls and ethnic groups.
- Applying universalization of primary education among dropouts with a special curriculum.
- Providing general education dropouts with primary education by means of complementary education (see 1.B.1. and 1.B.4.).

4. Primary education efficiency calculated by comparing the total of first-formers and the number of fifth-formers (5 years later) remains low, no more than 80 per cent (and the figure is even lower among schoolgirls). It is the average of the whole land and in a few particular cases primary education efficiency is no more than 50 per cent (see 1.B.5).

Goals for the "Education for All" Strategy

By 1980 the estimated total of illiterates in the whole country stood at 4,621,000 (see 1.B.2.). For the next 10 years, from now on, literacy is to be achieved for an annual average of about 2.5 million people, and it is likely to be totally accomplished among the entire population by the year 2000. It is of great importance to motivate all school age children to go to class and practise universalization of primary education with greater effectiveness by overcoming class repetition and dropping-out with the improvement of educational quality, proper policies for teachers and broad motivation of the pupils' parents to actively participate in the universalization of primary education.

It is necessary to adopt active measures to ensure education of out-of-school children. Therefore, complementary education in Vietnam that was formerly aimed only at adults should now include school dropouts in its target groups. As a matter of fact, the estimated total of out-of-school children in 1980 was 6,671,000 for all the 5 forms of primary education or an average of (6,671,000 :5) 1,334,200 for each form. In this way, the annual literacy training for illiterate adults and out of school children must be applied for: 2,310,500 + 1,334,200 = 3,644,700. If this figure includes the number of primary school dropouts (about 1,734,000 i.e. 1980 statistics) every year, universalization of primary education must be applied for this grand total: 3,644,700 + 1,734,000 = 5,378,700.

The Integrated Diagnostic and Planning Model for APPEAL

On the basis of the tables of statistics mentioned in Chapter 5, it is possible to make a few remarks on the situation and perspectives of the "Education for All" Programme:

1. The population growth of Vietnam remains relatively rapid. Despite the 30 years of wars, the Vietnamese population still doubles within 30 years. Every year about 1.5

- 1.7 million newborns come to life, presenting a great problem for education, particularly universalization of primary education (see Table 1.B.1.).

2. The total number of illiterates remains high, no less than 6 million according to the annual statistics, which means there are very great efforts to be made in attaining literacy goals, even though literacy work experienced its golden periods: by 1958 literacy among the target group 15-50 years of age was achieved in the North, and by 1978 (3 years after national re-unification) in the South. Due to lack of consolidation, however, many have relapsed into illiteracy. Because of the deficiencies of universalization of primary education, particularly in the mountainous regions or out-of-the-way corners, and the large number of dropouts, the total number of illiterates including 7 year olds and those aged over 50 years tends to rise with every passing day. All this calls for a synchronized strategy for literacy; a radical universalization of primary education of children and complementary education of adults against the return of illiteracy, with great importance attached to the literacy campaign conducted among the entire population (see Table 1.B.2).

3. The universalization of primary education still presents a host of difficulties. The number of children registering to go to school is only about 50 per cent of the total population in the 6-10 year age bracket. This is the case despite the high registration of first-formers and the fact that the government advocates the provision of sufficient places for all school age children. So why then is the total of primary school children so low? It is because the number of dropouts and out of school children remains large, about 30-40 per cent or even higher in the mountainous areas and remote localities. The point is to apply a combination of various measures in the strategy of universalization of primary education:

   - Actively motivating all school age children and creating favourable conditions for those from disadvantaged areas to go to school.
   - Improving educational quality with a view to limiting class repetition and dropping-out, since the principal cause of this situation is the repetition of the same class by deficient pupils leading to subsequent disappointment and dropping-out, especially among schoolgirls and ethnic groups.
   - Applying universalization of primary education among dropouts with a special curriculum.
   - Providing general education dropouts with primary education by means of complementary education (see 1.B.1. and 1.B.4.).

4. Primary education efficiency calculated by comparing the total of first-formers and the number of fifth-formers (5 years later) remains low, no more than 80 per cent (and the figure is even lower among schoolgirls). It is the average of the whole land and in a few particular cases primary education efficiency is no more than 50 per cent (see 1.B.5).

Goals for the "Education for All" Strategy

By 1980 the estimated total of illiterates in the whole country stood at 4,621,000 (see 1.B.2.). For the next 10 years, from now on, literacy is to be achieved for an annual average of about 2.5 million people, and it is likely to be totally accomplished among the entire population by the year 2000. It is of great importance to motivate all school age children to go to class and practise universalization of primary education with greater effectiveness by overcoming class repetition and dropping-out with the improvement of educational quality, proper policies for teachers and broad motivation of the pupils' parents to actively participate in the universalization of primary education.

It is necessary to adopt active measures to ensure education of out-of-school children. Therefore, complementary education in Vietnam that was formerly aimed only at adults should now include school dropouts in its target groups. As a matter of fact, the estimated total of out-of-school children in 1980 was 6,671,000 for all the 5 forms of primary education or an average of (6,671,000 :5) 1,334,200 for each form. In this way, the annual literacy training for illiterate adults and out of school children must be applied for: 2,310,500 + 1,334,200 = 3,644,700. If this figure includes the number of primary school dropouts (about 1,734,000 i.e. 1980 statistics) every year, universalization of primary education must be applied for this grand total: 3,644,700 + 1,734,000 = 5,378,700.

Table I.B.1.: Population by sex and age group 1960-2000 (in thousand peoples)

Population	1960	1970	1980	1990*	2000*
TOTAL	30.173	41.063	53.722	66.781	79.980
Female	15.402	21.098	27.704	34.392	40.950
% female	51.7	51.4	51.6	51.5	51..2
0-14 Years Old					
TOTAL	12.673	19.833	22.442	30.051	36.790
Female	6.336	9.691	11.141	15.026	18.795
15 Years and Over					
TOTAL	17.500	21.230	31.280	36.730	43.190
Female	9.066	11.407	16.563	19.366	22.155
Primary School Age Population (6-10 years old)					
Total	7.543	12.524	13.183	16.896	19.995
Female	3.802	6.118	6.412	8.682	10.397

* *Official estimations and projections, if available..*

Table I.B.2.: Number of adult illiterates by sex 1960-2000

Adult illiterates	1960	1970	1980	1990*	2000*
TOTAL	6.125	5.009	4.621	5.342	3.999
Male	1.599	1.314	1.246	1.469	1.200
Female	4.525	3.696	3.375	3.873	2.799

* *Official estimations and projections, if available.*

Table I.B.3.: Literacy rate by sex 1960-2000

Literacy (per cent)	1960	1970	1980	1990*	2000*
TOTAL %	79.7	87.8	91.4	92.0	95.0
Female %	89.2	94.5	95.2	95.5	96.9
Male %	70.6	82.5	87.8	88.7	93.2

* *Official estimations and projections, if available.*

Table I.B.4.: Enrolment in primary education: gross enrolment ratio, net enrolment ratio, and out-of-school 1960-2000

	1960	1970	1980	1990*	2000*
Primary enrolment (millions)					
Total	4.360	6.325	8.026	16.051	19.195
Girls	2.247	3.065	3.763	8.161	9.929
Gross enrolment ratio					
Total %	57.8	50.5	60.9	95.0	96.0
Boys %	56.5	50.9	63.0	96.0	96.5
Girls %	59.1	50.1	58.7	94.0	95.5
Net enrolment ratio					
Total %	41.1	35.0	49.4	89.8	95.0
Boys %	40.1	38.2	51.9	91.2	96.1
Girls %	42.1	31.7	46.8	88.5	94.0
Out-of-school 6-10 years old (millions)					
Total	4.443	8.141	6.671	1.723	1.000
Boys	2.242	3.962	3.260	725	376
Girls	2.201	4.179	3.411	998	624

* *Official estimations and projections, if available.*

Table I.B.5.: Percentage enrolled in grade I and survival until grade V of primary education 1960-2000

	1960	1970	1980	1990*	2000*
Percentage enrolled in grade I					
TOTAL %	38.6	29.5	27.0	26.8	26.5
Boys %	37.7	29.0	26.2	26.5	26.2
Girls %	39.3	30.0	27.3	27.1	26.8
Number enrolled in grade I					
TOTAL	1.313	1.866	2.146	4.302	5.087
Boys	567	946	1.119	2.090	2.426
Girls	746	920	1.027	2.212	2.661
Survival rate until grade V					
TOTAL %	71.1	60.8	80.8	85.0	90.0
Boys %	74.2	62.2	81.6	85.7	90.5
Girls %	69.2	59.5	80.0	84.4	89.5
Drop-out					
TOTAL	379	731	412	645	509
Boys	146	358	206	299	230
Girls	233	373	206	346	279

* *Official estimation and projections, if available.*

Table I.B.6. Forecast of Population Development in Vietnam
(unit: million peoples)

Year	1985	1990	1995	2000	2005
Population					
Total Population	60	66.8	73.5	80	85
Social Labours	30	35	40	45	50
Population Below Working-Age	25	25.8	26.6	27.4	8.2
Population Over Working-Age	5	6	6.9	7.6	6.8

Source: General Administration of Statistics

Educational Development 1945 - 1975 General Education:
Total number of educational institutions, teachers, pupils by sex

	1945	1955*	1965*	1970*	1975
Institutions	3,039	4,495	10,264	11,248	21,597
Teachers	5,583	16,013	80,400	133,757	313,400
Female	-	858	18,586	60,835	206,600
Pupils	190,061	716,100	2,934,900	4,700,462	10,320,000
Female	-	175,100	1,259,200	2,283,771	4,910,600

* *In Northern Vietnam only*

General education schools, first level:
Total number of educational institutions, teachers, pupils by sex

	1945	1955*	1965*	1970*	1975
Institutions	-	4,128	7,038	6,789	-
Teachers	5,316	14,166	51,901	83,123	205,000
Female	-	767	12,298	43,056	142,300
Pupils	182,459	654,722	2,180,504	3,270,000	7,404,000
Female	-	168,600	988,730	1,620,000	3,550,800

* *In Northern Vietnam only*

General education schools, second level :
Total number of educational institutions, teachers, pupils by sex

	1945	1955*	1965*	1970*	1975
Institutions	-	338	2,983	4,079	85,700
Teachers	267	1,595	24,207	42,083	85,700
Female	-	91	5,590	15,756	54,500
Pupils	7,602	55,608	657,798	1,264,624	2,410,000
Female	-	6,463	249,227	603,810	1,140,800

* *In Northern Vietnam only*

General education schools, third level:
Total number of educational institutions, teachers, pupils by sex

	1945	1955*	1965*	1970*	1975
Institutions		29	243	325	706
Teachers		252	4,380	6,620	22,700
Female		-	698	1,662	9,800
Pupils		5,755	78,600	168,434	506,000
Female		-	21,260	60,067	219,000

* *In Northern Vietnam only*
Source: Ministry of Education

1976 - 1980 (after national reunification) Kindergarten:
Number of classrooms, teachers, children by sex; teachers/class;
children/class ratio; children/teacher ratio

	1976	1977	1978	1979	1980
Classrooms	25,500	32,300	40,300	48,500	50,200
Teachers	27,100	39,200	48,300	56,600	57,600
Children	823,000	1,102,000	1,125,000	1,477,000	1,600,000
Female	379,000	507,000	634,000	774,000	823,800
Teacher/class ratio	1,0	1,2	1,2	1,2	1,0
Children/class ratio	32	34	27	30	32
Children/teacher ratio	30	28	23	26	28

General education schools, first level: Number of classrooms, teachers,
pupils by sex, pupils/class ratio, pupils/teacher ratio

	1976	1977	1978	1979	1980
Classrooms	208,100	209,000	210,900	215,800	215,700
Teachers	217,100	228,100	228,700	213,200	204,100
Female	143,600	123,700	130,800	141,300	133,650
Pupils	7,723,000	7,857,000	8,286,000	8,026,000	7,890,000
Female	3,638,800	3,666,800	3,739,400	3,763,000	4,127,000
Pupils/class ratio	37	38	39	37	37
Pupils/teacher ratio	36	34	36	38	39

BEST COPY AVAILABLE

General education schools, second level : Number of classrooms, teachers, pupils by sex; pupils/class ratio; pupils/teacher ratio.

	1976	1977	1978	1979	1980
Classrooms	57,300	62,400	69,000	73,100	75,470
Teachers	94,300	104,100	107,100	114,800	118,400
Female	55,300	58,100	60,900	71,600	73,400
Pupils	2,600,000	2,761,000	3,040,000	3,140,000	3,159,000
Female	1,198,800	1,263,100	1,298,000	1,487,900	1,480,000
Pupils/class ratio	45	44	44	43	42
Pupils/teacher ratio	28	27	28	27	27

General education schools, third level: Number of classrooms, teachers, pupils by sex; pupils/teacher ratio.

	1976	1977	1978	1979	1980
Classrooms	10,800	11,500	12,400	13,200	14,300
Teachers	25,100	27,200	28,000	28,700	30,600
Female	10,100	11,300	11,600	12,300	12,800
Pupils	508,000	540,000	604,000	638,000	688,000
Female	221,400	237,600	252,300	306,500	329,000
Pupils/class ratio	47	47	49	48	48
Pupils/teacher ratio	20	20	22	22	22

Sources: General Statistical Office and Ministry of Education, S.R. Vietnam

Complementary Education Development 1955 - 1980 (In Northern Vietnam)

	Number of in service learners	Number of full-time learners
1955	15,149	874
1960	1,756,000	24,655
1965	1,121,000	19,295
1970	390,391	16,634
1975	1,102,598	26,294
1980*	1,500,000	-

* *After national reunification*
Source : Ministry of Education

Primary Pupils by Different Zones

1) Number Enrolled in grade 1
2) Number of primary pupils
3) Number of grade 1 pupils
4) Number of grade 2 pupils
5) Number of grade 3 pupils
6) Number of grade 4 pupils
7) Number of grade 5 pupils

ZONE 1

Comprising 10 provinces of the northern delta: Hai Phong, Ha Bac, Vinh Phu,Ha Nam Ninh, Thanh Hoa, Nghe Ting, Binh Tri Thien, Hai Hung, Ha Son Binh, Thai Binh

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	716,226	640,639	660,915	635,247	669,187	662,328	665,970
2	2,924,954	2,893,741	2,879,719	2,910,816	2,901,483	2,949,095	3,000,706
3	709,059	711,488	731,221	744,620	718,508	712,416	730,681
4	601,238	594,515	613,130	632,551	639,345	638,532	638,639
5	553,572	557,115	514,620	550,771	574,094	573,745	582,015
6	540,375	527,788	529,892	480,021	520,600	543,535	544,299
7	520,110	502,785	490,919	502,850	489,420	480,817	505,072

ZONE 2

Comprising 8 provinces of the northern mountainous area: Ha Tuyen, Cao Bang, Lang Son, Lai Chau, Son La, Hoeng Lien Son, Bac Thai, Quang Ninh.

	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	209,552	207,500	203,264	203,982	262,943	206,618	217,719
2	770,842	760,574	741,302	738,324	739,965	751,839	786,052
3	240,474	230,292	241,051	240,754	241,366	241,626	260,220
4	159,095	158,838	158,548	166,102	171,651	172,040	171,781
5	134,990	139,560	116,730	122,015	128,418	132,643	138,856
6	123,243	122,297	117,965	103,559	106,960	112,534	115,800
7	113,040	109,587	107,008	105,894	91,570	92,996	99,413

ZONE 3

Comprising 3 provinces of Tay Nguyen Highlands: Gialai-Kontum, Daclac, Lam Dong

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	66,063	61,985	72,910	75,957	75,441	78,167	78,502
2	236,288	241,247	242,808	253,722	236,303	276,754	299,392
3	73,102	68,873	79,968	84,918	84,799	88,118	94,762
4	51,324	51,993	51,770	55,819	56,334	64,494	69,703
5	42,682	45,876	39,036	42,309	43,793	49,410	47,461
6	38,237	40,166	38,377	36,713	38,219	40,301	39,959
7	30,943	34,339	33,657	33,963	33,158	34,431	37,497

ZONE 4

Comprising 8 provinces: Vung Tau-Con Dao special zone, Quang Nam, Da Nang, Tay Ninh, Dong Nai, Nghia Binh, Phu Khanh, Thuan Hai. Dong Nai

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	409,067	314,977	314,660	343,294	333,065	326,208	320,937
2	1,347,277	1,347,145	1,334,917	1,366,395	1,406,783	1,435,834	1,468,639
3	353,042	349,974	371,143	400,760	396,760	382,292	280,717
4	389,337	279,843	280,660	292,975	322,527	321,867	312,663
5	262,496	259,280	234,013	243,761	263,538	279,518	286,112
6	244,854	249,506	237,709	213,655	230,379	245,314	262,719
7	197,548	215,442	211,392	215,235	193,579	206,843	226,429

ZONE 5

Comprising 9 provinces of the southern delta: Long An, Dong Thap, An Giang, Tien Giang, Ben Tre, Minh Hai, Kien Gieng, Hau Giang, Cuu Long.

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	420,339	446,624	542,413	609,116	577,972	626,335	608,125
2	1,833,286	1,802,069	1,968,124	2,070,354	2,141,402	2,262,411	2,316,553
3	621,120	558,281	649,046	703,052	698,282	722,118	722,084
4	420,813	401,589	442,720	462,363	194,154	519,649	517,631
5	328,093	342,365	343,720	355,031	384,683	411,043	428,156
6	264,269	281,616	299,420	300,608	316,115	340,021	261,962
7	198,99	218,218	233,218	249,300	251,168	269,580	286,720

Hanoi

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	10,353	78,518	80,272	78,768	80,041	79,730	78,780
2	350,778	357,223	364,526	367,332	365,903	372,030	375,790
3	81,143	86,752	86,404	84,464	86,315	87,105	87,590
4	73,013	71,252	77,607	77,545	75,529	76,925	77,619
5	67,090	71,088	66,954	72,304	72,820	71,766	73,138
6	65,389	66,739	70,421	65,453	70,015	70,191	69,907
7	64,143	62,092	63,080	67,564	61,234	66,043	67,536

Ho Chi Minh City

	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	92,335	92,125	85,888	83,121	83,012
2	461,623	459,429	422,971	436,722	429,122
3	113,317	112,636	103,862	97,054	97,597
4	93,925	95,659	93,364	89,444	85,092
5	83,282	88,785	88,294	86,472	83,688
6	88,155	80,375	84,059	85,437	83,550
7	83,044	81,974	73,392	78,315	79,195

North Viet Nam

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	925,778	926,657	944,452	966,997	952,171	948,676	962,469
2	4,046,574	4,012,238	3,985,547	4,016,472	4,007,357	4,072,964	4,862,546
3	1,031,276	1,058,676	1,069,838	1,046,189	1,041,147	1,078,491	1,078,491
4	833,346	824,655	849,345	876,198	886,525	887,497	888,019
5	755,652	767,763	698,304	74,260	775,322	778,204	794,009
6	729,007	716,824	718,215	649,036	697,575	726,260	730,006
7	697,293	674,464	661,007	676,308	601,746	639,856	672,021

South Viet Nam

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	395,469	-	1,022,318	1,118,492	1,072,366	1,113,831	1,090,576
2	886,071	3,871,864	4,007,472	4,149,900	4,247,459	4,411,721	4,503,370
3	155,690	1,043,149	1,213,474	1,301,375	1,283,703	1,298,582	1,295,160
4	358,109	626,592	868,975	906,816	966,379	995,454	985,089
5	24,313	742,632	700,051	729,886	777,308	926,443	845,123
6	43,092	656,767	663,661	631,351	668,772	711,073	748,190
7	34,927	554,824	561,311	580,472	551,297	589,169	629,840

Whole Country

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	121,247	1,846,450	1,966,769	2,085,489	2,024,537	2,062,507	2,053,645
2	732,645	7,884,202	7,993,019	8,166,372	8,254,816	8,484,685	8,666,252
3	186,906	2,121,601	2,272,150	2,371,213	2,329,812	2,330,729	2,373,651
4	91,455	1,651,247	1,718,320	1,783,014	1,852,904	1,882,951	1,873,108
5	79,965	1,508,395	1,398,355	1,474,987	1,552,630	1,004,647	1,639,436
6	72,099	1,373,591	1,381,876	1,280,387	1,366,347	1,437,333	1,478,196
7	62,202	1,229,288	1,222,318	1,256,780	1,153,043	1,229,025	1,301,861

Repeater Rate (per cent)

1) Zone 1
2) Zone 2
3) Zone 3
4) Zone 4
5) Zone 5
6) Ha Noi
7) Ho Chi Minh City
8) North Viet Nam
9) South Viet Nam
10) Whole country

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	6.70	7.30	7.15	6.08	-	5.32	6.57
2	10.60	9.00	12.15	11.53	-	10.63	12.70
3	9.80	10.00	7.82	9.10	-	9.93	11.09
4	7.80	9.90	9.76	9.52	-	8.89	9.89
5	7.80	8.80	10.47	10.11	-	9.30	10.47
6	5.73	7.50	6.28	4.77	-	5.24	5.41
7	9.07	9.00	10.39	10.48	-	7.15	7.97
8	8.65	7.00	8.02	6.97	-	6.29	7.59
9	6.55	9.00	10.05	9.89	-	9.03	10.07
10	7.60	8.50	9.01	8.44	-	7.69	8.88

Drop-Out Rate (per cent)

	1981-1882	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988
1	6.10	7.00	8.4	7.12	6.03	5.85	6.29
2	13.30	16.00	17.9	16.12	12.92	14.36	13.95
3	16.10	15.00	20.2	16.19	15.33	10.31	13.42
4	11.30	12.00	11.9	10.86	5.67	7.67	7.59
5	19.60	18.00	14.1	17.50	12.44	12.01	14.90
6	4.30	3.20	5.1	4.17	3.79	3.63	3.43
7	8.00	5.40	9.3	4.13	4.43	3.89	4.34
8	5.21	10.00	9.9	8.53	7.10	7.22	7.44
9	15.45	12.00	13.1	13.67	9.50	9.63	11.38
10	10.20	10.50	11.5	11.11	8.32	8.46	9.49

Chapter 4

Main Strategies to Achieve Education for All

Policy and Planning - Programming

On the basis of the above-mentioned achievements and existing problems of this work, the policy, planning and programming of literacy and complementary education from now until 1995 are defined as follows:

- Literacy is to be carried on in some localities, with universalization of primary education actively applied at the same time among children. A continual cultural environment should be cultivated to keep up literacy against a possible return of illiteracy.
- Literacy follow-up learning (i.e. complementary education) should be promoted among the working people who have appropriate conditions and a desire to improve their fundamental educational background and apply it in actual life and production.

The above plan should go through a phase by phase execution with due focus for each phase on:

- Two clearly defined zones with appropriate measures and objectives: zones with advantageous conditions i.e. cities and towns, the plains, the midlands and the mountainous lowlands; and zones with disadvantageous conditions like the high mountains, the hinterlands and out-of-the-way corners.
- Priority given to proper target groups, age groups and regions; above all, the youth, women and people less than 35 years of age living in difficult conditions.

With the above mentioned policies, plans and distinctions, efforts are to be made to achieve these 3 fundamental goals by 1990:

1. Completing literacy training for young adults (up to 25) throughout the land and for people below 30 years of age in zones with advantageous conditions.

2. Completing universalization of primary education for school age children in areas with advantageous conditions, at two different levels: full primary education under educational reform curricula in regular general education schools; and universalized primary education in non-formal classes with syllabuses necessary for children.

3. Maintaining and consolidating forms of literacy follow-up learning including courses of specialized subjects and complementary education classes, thereby satisfying all target groups' desires to fulfil 1st, 2nd and 3rd level education.

By 1995, literacy and universalization of primary education is to be complete among children throughout the land, with the exception of those living in utterly disadvantaged areas, but not later than the year 2000. To realize this goal, it is necessary to reorientate planning, and integrate management and guidance under a proper managerial mechanism. This mechanism would function between different educational departments and between education and other services concerned (i.e. youth, women, trade union, farmers' league), and define flexible syllabuses and forms of instruction compatible with the targets in each region.

First of all, it is of great importance to grasp the exact total of adult illiterates aged below 40 years and out-of-school children and set up coordination commissions for literacy and universalization of primary education among children from the central level down to the grassroots. Educational workers will form the nuclear force, with the participation of other departments, namely: planning boards; youth; women; trade union; farmers' league; culture and information. Then under central leadership, the people's committees of all levels and heads of departments, organizations, production units and services should give direct and specific guidance to literacy planning in the context of the overall plans for local socioeconomic and cultural development with proper phases, objectives and schedules for fulfillment. These plans should be approved by the people's committees at all levels and the leading boards of all units to judicial effect with the broad participation of the whole society.

Forms and Methods of Literacy and Follow-up Instruction

The total of illiterates, both adults and children, now runs into the millions. According to the 1979 national statistics, the number of illiterates of the 6-29 age bracket (and now 9 years later, they are not yet over 40, the age of obligatory literacy) stood close to 3 million. among them about 2 million young people. In addition, a large number of out-of-school children under 6 years of age have joined the ranks of the illiterates in the past 9 years, since an average of only 75 per cent of school age children are mobilized to go to school.

The illiterates are numerous, living mostly in the highlands and remote hinterlands, in scattered geographical areas and in disadvantaged conditions, with an inferiority complex and reluctance to study. That is why it is necessary to define flexible forms and methods of instruction to successfully attract them to class. Classes should be of small scale compatible with geographical habitation and social psychology, for clusters of close households or production teams grouped together along with the contractual system. Thus, two fundamental problems should be solved:

1. Well defined norms should be specified for literacy evaluation, both quantitative and qualitative, of the learners' skills (i.e. reading, writing and numeracy) and necessary knowledge of life and production (science, techniques, hygiene, society, family life). The instructor may apply any appropriate textbook and teaching method to help the learner in attaining the requirements.

2. Training a large, new army of instructors to meet the demands of flexible, small-scale literacy classes (since the requirement for instructors for large-scale classes with 30-40 learners each is usually minimal) oriented in such a way that the literates teach the illiterates and the parents teach their children or vice versa. Full advantage should be taken of cadre or teacher pensioners, cadres on mission or army men garrisoned in the localities.

As for literacy follow-up learning, the forms and teaching methods should also be flexible and diversified to fit the various target groups. For the working people (workers, farmers, craftsmen) unable to carry on their learning after their accomplishment of literacy, it is desirable to form courses of specialized subjects (on social affairs, agricultural economics, animal husbandry, hygiene) aimed at serving directly and effectively the programmes of local socioeconomic development. It is quite a "must" to have literacy follow-up materials such as posters, picture story books and booklets in big letters with coloured illustrations and practical and instructional contents to consolidate the learners' literacy skills, mainly reading.

For cadres, young people and working men in need of a fundamental education, the following patterns may be applied:

- In-service Complementary Education School with after work courses operating in towns and cities with full-time complementary education instructors as the core and part-time teachers from other services (mainly from 3rd level general education schools).
- In-service Complementary Education School for a district or an economic area, or a few villages that are in a position to take in cadres and young people (mainly 2nd and 3rd levels).
- Complementary Education School or classes active in villages or enterprises (mainly 1st level) or in professional schools to improve the learners' fundamental education background before learning professional matters.
- Full-time Complementary Education Schools for cadres (in provinces and counties), for young people (mainly in mountainous provinces and counties) completely away from work, usually operating in localities where there is a dire need of cadres experienced in work, production and fighting, with higher educational backgrounds.

Delegation of Power

Literacy and complementary education is of both a scientific and mass character. It should abide by the stipulated principles, but it should also be very flexible, diversified and practical. Therefore there should be a well-defined delegation of power from the central

authority to the localities (provinces and urban and rural districts) and the grassroots (villages and production units).

The Central Authority

- Defining overall guidelines and policies, fundamental goals for each phase and working out long and medium term plans.
- Summing up experience for dissemination and guidance, specifying patterns of teaching and learning, training managerial cadres for local schools.
- Laying down curricula, compiling textbooks and defining methods of teaching fundamental science subjects, publishing books, preparing prototype materials or giving guidance to localities in preparing texts or lectures in service of the socioeconomic development of each region or a few typical localities.
- Promulgating such statutes and stipulations as evaluation of learners' work, mark scales, tests and final exams, and subject matter for 3rd level final examinations.
- Monitoring and urging the localities to fulfil their tasks.

Provincial and City Levels

- Specifying the guidelines and policies decreed by the central authority and applying them in the localities.
- Conducting fundamental studies, working out plans, specifying objectives to be achieved, creating favourable conditions for classes (instructors, materials, financial budget), formulating specific statutes and policies.
- Preparing the contents in accordance with local conditions and giving guidance for similar work to the district level.
- Summing up experience, retraining 3rd level instructors and the core of the 2nd level and giving guidance to the implementation of the curricula and syllabuses.
- Providing subject matter for 2nd level final exams.
- Monitoring and urging the lower levels to fulfil their work.

District and Township Levels

- Monitoring implementation and urging complementary education schools and those at the grassroots to fulfil their responsibilities.
- Propounding to local governments necessary statutes and policies for instructors and learners under the guidance of the central authority and the provinces.
- Retraining 1st and 2nd level instructors under provincial guidance.
- Providing subject matter for 1st level final exams.

The Grassroots Level

- Forming schools and classes and motivating and managing learners in their work.
- Building premises and creating conditions for teaching and learning: school classrooms; tables and chairs; blackboards; providing expenses for textbooks, materials and other items for teaching and learning.
- Forming the teaching staff and supplementing statutes and policies.
- Retraining part-time instructors in professional matters.

Technical Resource Support

Adult Curriculum

The curriculum of literacy for adults is composed of 2 phases, the Initial Phase and the Phase of Consolidation. In the Initial Phase, the learner is supposed to attain these requirements after a period of 3-6 months with 1 1/2 - 2 hours per day:

- Ability to read one short text in handwriting and one in print without spelling and stumbling. (The learner is supposed to understand and grasp the main idea of the text that he reads).
- Ability to read figures of 4 numbers.
- Ability to write a passage of 80 words in 45 minutes with no more than 6 mistakes.
- Ability to write a number of four figures.

The Phase of Consolidation takes place after the Initial Phase. At this time the learner is sure to read slowly, to meet with difficulties in reading and writing, with no great zeal for learning. If he stops there, the return to illiteracy is probably a certainty. Therefore, the Phase of Consolidation is a necessity. Also called the 1st level of complementary education, it has two grades:

1. 1st level (short-term): about 360 hours for 2-3 years, meant for general working people, aimed at consolidating their skills of reading and writing and doing the 4 arithmetic operations.
2. 1st level (long-term): about 600 hours for 3-4 years, meant for cadres and young people who desire to carry on their study further aimed at consolidating what is taught in 1st level (short-term) with improved instruction for the learner to continue learning in the 2nd level of complementary education.

Continuing Education or Post-literacy Complementary Education

After the literacy stage, the learners are classified as below on the basis of the target groups' needs and learning conditions:

Young cadres and working people: Most of these learners have finished 1st level, formal or non-formal, and now have a dire need of learning and an ability to further study in the 2nd level in order to get technical instruction or a higher level of education. The complementary secondary education curricula are composed of 2nd and 3rd levels. The 2nd level curriculum corresponds to the 2nd level curriculum of general education; it is completed in 4 years as follows.

Subjects	5th form	6th form	7th form	8th form
Vietnamese lang.	62 h.	50 h.	50 h.	40 h.
Mathematics	117 h.	108 h.	78 h.	71 h.
Physics		33 h.	45 h.	43 h.
Chemistry			29 h.	26 h.
History		28 h.		
Geography	33 h.	12 h.		
Human physiology				32 h.

For young farmers the curriculum adds 112 more hours on agricultural techniques and management.

For cadres the curricula of algebra and geometry are simplified.

As for the curriculum of complementary 2nd level education, the part-time learners have to complete it in 3-4 years, and the full-time learners finish it in 18-24 months. In the curriculum of the full-time school there is an additional 64 hours for politics and 56 hours for economic management.

The complementary education 3rd level curriculum is meant for 3 categories of learners: managerial cadres of district and provincial levels, young working people with records in production; and part-time working learners. There are also 3 correspondent curricula:

Curriculum of complementary education 3rd level for district and provincial cadres. Since the district and provincial cadres are of the age of more or less 40, their curriculum of complementary education 3rd level is somewhat simplified as compared with that of general education in accordance with their circumstances and learning conditions. The curriculum is composed of 7 subjects:

- Language and literature 267 hours.
- History 78 hours.
- Geography 120 hours.
- Biology 60 hours.
- Mathematics 148 hours.
- Physics 145 hours.
- Chemistry 125 hours.

Their syllabuses are closely associated with their work and management. For full-time classes, the learners learn all the 7 subjects. For part-time classes, the learners have the right to select the most necessary subjects. After finishing a subject they are provided with a certificate, and after completing the whole curriculum they will be provided with a graduation diploma.

Curriculum of complementary education 3rd level for young cadres and workers with excellent records. This is a curriculum of full-time complementary education schools for young cadres and the best workers, aimed at helping them to complete secondary education so that they may continue their study at universities, colleges or technical schools. The learners can register their study in one of the 3 Sections with principal subjects:

- Section A: Mathematics, Physics, Chemistry.
- Section B: Mathematics, Chemistry, Biology.
- Section C: Literature, History, Geography.

Apart from these principal subjects, there are a few supplementary subjects in certain periods for each section. The Section A and B learners have some more hours on Literature, History and Geography, and the Section C learners get some additional instruction on Mathematics, Physics and Chemistry.

Curriculum of complementary education 3rd level for young working people as part-time learners. Due to their part-time learning conditions, the young working people are to learn fundamental subjects in 4 forms.

Subjects	9th form	10th form	11th form	12th form
Mathematics	112 h.	104 h.	114 h.	119 h.
Physics	48 h.	48 h.	64 h.	68 h.
Chemistry	32 h.	38 h.	32 h.	51 h.
Language and Literature	48 h.	48 h.	64 h.	68 h.

At rural part-time schools there are two more subjects : Biology (42 hours) and Agricultural Techniques (70 hours).

Curriculum for Universalization of Primary Education

For primary school age children, there are 3 types of curricula:

1. Primary education curriculum common for the whole country: 160 weeks.
2. Primary education curriculum for ethnic groups in disadvantaged areas: 120 weeks.
3. Primary education curriculum (short-term) for disadvantaged learners: 100 weeks.

The compilation of textbooks gives priority to the subjects: Primer (form 1); Arithmetic (forms 1, 2, 3, 4 and 5); Vietnamese Language and Literature (forms 2, 3, 4 and 5). In addition, there are also textbooks on Morality, Natural and Social Studies.

The focus of the Primary Education Curriculum (short-term) is on Vietnamese Language and Arithmetic.

The Shortage of Teachers

After the Revolution (August 1945) and the appearance of the Democratic Republic of Vietnam, there was an educational boom in all corners of the country. The handful of teachers left by the old regime, though a majority of them were still employed by the new regime, was far from satisfying the people's educational demands, and the legacy of the former teacher-training system, frail and feeble, was virtually nil. People with a certain educational background were recruited as teachers without any professional qualifications. As a matter of fact, the teachers' educational standards were only a few forms higher than those of the learners. The literates taught the illiterates, the 1st level (primary) school leavers taught the first forms of the level, those doing the 2nd level (junior secondary) were assigned with the teaching of the last forms of the level, the 3rd level (senior secondary) school leavers were considered as qualified teachers for 2nd level classes and the undergraduates were assigned with the teaching at the 3rd level. Step by step, the educational management boards of various levels made a compilation of materials to be used for professional training at short-term training courses (usually for a couple of days) for 1st level teachers. The materials become enriched and systematic, and this facilitated the formation of short duration teacher-training courses and schools to train 1st level school leavers or those doing 2nd level classes as teachers. By 1949, a selection of would-be teacher-students was made among 3rd level schoolboys and girls who were willing, after leaving school, to take up 2nd level teaching, and at the same time quite a few researchers and scientists were recruited for the formation of 3rd level teacher-training courses. This was, in fact, a preparatory step for the establishment of teacher-training schools in 1950 to produce teachers for 2nd level, and of teacher-training colleges in 1951 to produce teachers for 3rd level.

In 1954, after the successful conclusion of the resistance war against French colonialism, there was a second educational boom, calling for a prompt development of teacher-training. The network of teacher-training schools and colleges was then expanded. As a result, after only a few years, every province ran teacher-training schools to produce teachers for 1st level forms, enrolling 1st level school leavers to study for 3 years (under concise 2nd level general education curricula with professional training), and enrolling 2nd level school leavers to study for 3 years (under concise 3rd level general education curricula with professional training) to produce teachers for 2nd level forms. The one Teacher-Training University was multiplied into three specialized in turning out teachers for 3rd level, which enrolled 3rd level school leavers to study for 3 years (quite a few initial courses were reduced to 2 years to turn out teachers for prompt service).

Once educational demands had been relatively well satisfied quantitatively, the teacher-training schools and colleges were in a position to improve their quality by raising the standard of their enrolments and by extending their training durations. By 1970, the teacher-training universities and colleges (five of them by that time, including one specialized in turning out teachers in foreign languages) ran 4 year courses (5 years for foreign languages). Also in 1970, a pilot project was conducted in training doctoral candidates at Hanoi Teacher-Training University. The 2nd level teacher-training schools gradually enrolled 3rd level school leavers to study 1, 2 then 3 years. The 1st level teacher-training schools took in 2nd level, then later 3rd level school leavers to study 1 then 2 years. As soon as the pre-school (kindergarten and nursery) education department was established,

kindergarten and nursery teacher-training schools were formed accordingly, enrolling 2nd and 3rd level school leavers respectively to study 1 - 2 years.

In 1975 when the South was totally liberated and the country reunified, the North already had a large enough teaching staff at its command to send to the South not only secondary school teachers but also teacher-training school cadres to promptly establish a relatively dense network of teacher-training schools and colleges.

At present, the teacher-training network throughout the land is composed of 9 universities and colleges (excluding teacher-training departments in other universities) training teachers for 3rd level schools under a normal system of 4-5 years and 3 schools in each of the 40 provinces and cities as follows:

- 1 high-school (under a 3-year system).
- 1 secondary school (under a 2-year system and enrolling 3rd-level school leavers) training teachers for 2nd and 1st level schools respectively.
- 1 nursery teacher-training school.

Two teacher-training universities now undertake the training of doctoral candidates and 3 colleges take up the training of postgraduates with 2-year courses. Because of the need for a rational structure one more department was formed 5 years ago at Hanoi Teacher-Training University training nursery, 1st level and 2nd level school teachers to university standard. Both in Hanoi and in Ho Chi Minh City there are high schools training nursery teachers. They are "above normal" training systems. In areas with difficult conditions there still exist "below normal" training systems. The "normal" systems always enrol 12-year secondary school leavers to study 2 years (secondary), 3 years (high school) and 4-5 years (university). Since 1985, all teacher-training schools (from secondary upward) have taken up the retraining of teachers and conduct scientific research in addition to turning out teachers as usual.

The Teacher Training System

The crash, intensive and short-term training of teachers to promptly satisfy the quantitative demands of educational development is a historical necessity for a poor and backward country embarking on the path of development; but it is better to shorten this stage and form "normal" and "above normal" training systems early on since the aforesaid systems more often than not leave behind serious consequences:

a. Teachers of low quality and little zeal for teaching who tend to give up their job, hence a great waste.

b. The systems themselves are found to be unstable, heterogeneous, developing in fits and starts - presenting great difficulties in the preparation of curricula and compilation of textbooks.

c. The execution of statutes and policies for all types of these teachers are found to be very complicated.

d. The retraining of these teachers for standardization turns out to be a very difficult task, expensive and time consuming, yet of minimal effectiveness.

No training system may be considered in isolation. When it is discussed, it is put in the context of its teachers, usually the products of a higher training system, and of the problems of science (natural, social, pedagogical and managerial) as foundations for the formulation of syllabuses, methods and managerial styles, the study and research of which should be entrusted to the hands of well-qualified experts, usually the products of post-university training and scientific research work. This is the very reason why teachers of any level should be trained early on under "normal" and then "above normal" systems. To this end, it is necessary to create "sources for enrolment", diversify forms of training, and, when possible, command assistance from abroad (see Retraining Trainee Teachers below).

The high quality of the lecturers at teacher-training schools and colleges and their scientific researches constitute a guarantee for the quality of teacher-training. Quality is likely to create quantity, since only highly-qualified lecturers are capable of turning out many others to broaden the ranks of the army of teachers. On the other hand, if a rational structure of teacher standard is created, individuals will be motivated towards self-improvement.

Classification of Teachers

Any graduate from a teacher-training college, however well qualified he is, has potential for improvement. While he is performing his function as a teacher, he should engage himself in self-retraining through practical work and self-study, attendance at retraining courses, or cooperation in scientific research work in order to progress. If a collective of teachers of the same level at the same school has a rational standard-structure, with each teacher assigned with the task correspondent to his ability and standard and hence subject to a certain salary scale, an impulse will develop in the collective to urge every member to make efforts to reach an ever higher standard and better fulfil his task. These individuals will thus deserve better conditions.

In the foreseeable future in Vietnam, all teachers at both nursery and general education schools will be classified into these categories: ordinary; principal; and senior. Each of the three categories has to do with the teaching and education of the pupils. But the latter two categories also have to undertake scientific researches, the retraining of ordinary teachers and tutorship of the students doing their teaching practice. The members of the last category even have to give tutorship to scientific students, take up scientific research work or cooperate in research and teaching at teacher-training schools and at the Institute of Educational Sciences. The senior teachers at general education schools are to be a source for replenishing the teaching staff of teacher-training schools and for recruiting collaborators for the Institute of Educational Sciences. The formation of "above normal" training systems will help deficient teachers in their efforts to reach higher standards.

Recruiting Trainee Teachers

"Creating sources of enrolment" is an important process, rather like that of "selecting seeds" in agricultural production. The educational service cannot afford to float itself and take in any "seeds" that sociopsychology brings it, but it should take the "selection of seeds" into its own hands, particularly in areas of educational underdevelopment. For instance, in good 3rd level schools of certain districts, a class is reserved for those schoolboys and girls willing to become future teachers. These schoolchildren are entitled to the district's scholarships, and the class is put under the special care of the finest teachers in the district. When leaving

the 3rd level school, they are geared to take the entrance exams for the Teacher-Training University, but they are in fact admitted into Teacher-Training University, College, or High School, according to the results of their examinations and the records of their annual studies. As for districts meeting with difficulties in creating sources of enrolment, they should have at least some class for future enrolment so as to constantly improve the quality of this work. Quite a few localities are making classes for pupils with special gifts a good source of enrolment. It is hoped that these individuals will one day be standard-bearers of the educational service in the fields of management and scientific research.

The campuses in quite a few localities lack facilities for accommodating students as boarders. In addition, shortages of teaching staff and finances require training courses to be shortened, reducing the uniformity amongst teacher trainees. These are the constraints to the advance of the "normal training system" and their effects are minimized by "diversification of the mode of training" and application of integration, division of work and cooperation in the training. The same "normal" curriculum may be put into effect in various ways. For instance, the training may be carried out in two stages: in the first stage, the students may board at the school campus, and in the latter stage, they are to work at secondary schools both for their teaching practice and for their "remote study" of what is left in the curriculum until their graduation. The way in which the training is divided into stages, plans for teaching and learning are realized, and correspondent methods are applied, entirely depends upon the decision of the president of the teacher-training school in conformity with the specific conditions of his school and the local secondary schools, provided the students are enabled to fulfil their terms of the "normal curriculum".

The training may also include terms and certificates, and if a teacher-training school cannot take charge of any term because of a shortage of teaching staff or facilities, it may cooperate with another school (not necessarily a teacher-training school) and entrust it with the instruction. To diminish difficulties and travelling and boarding expenses and create the most favourable conditions for the students, a teacher-training school of a higher level may train teachers for its lower level counterpart (e.g. a teacher-training university may turn out teachers for 2nd level schools, using curricula of a teacher-training high-school) and, conversely, a teacher-training school of lower level may train teachers of higher level with a teacher-training school of a higher level acting as patron and guarantor (e.g. a teacher-training high school may turn out a category of teachers for 3rd level schools under the patronage of a university). An undergraduate of a given teacher-training college may get a few certificates from another college authorized to confer them.

Training 1st Level Schoolteachers

All that has been said above may be applied to the training of teachers for 1st level schools. However, these schools have the following specific features:

- The first level constitutes the level for universalization and also a foundation of general education.
- 1st level schools are found in all parts of the land, even in out-of-the-way localities.
- An overwhelming majority of their teaching staff are women.

These three features are interrelated. Educational universalization is not merely a problem of quantity, but one of quality as well, and its biggest constraint is the incidence of class-repeaters and dropouts. Enabling all pupils to go on to higher classes is in essence a hard task. First of all, one can only ensure quantity by turning out "below normal" 1st level teachers from short-term courses, but efforts should be made to build a "normal" training system of a certain quality early on before an "above normal" system. The latter is supposed to turn out efficient and capable research workers for 1st level education, to properly train its teachers and to produce fine future teachers for all teacher-training secondary schools. However, those measures to raise quality are not in themselves enough to overcome the second and third specific problems. In far away corners, though there are few 1st level pupils, teachers, if not provided locally, must be brought from other localities. This is an extremely difficult job when the teachers are females. Therefore, a priority policy should be worked out to encourage boys to enter teacher-training secondary schools with a view to raising the ratio of male teachers in the 1st level teaching staff. In a specific case negotiations were made with an army unit garrisoned close to the school so that volunteer army men, who were 3rd level school leavers, were assigned with the teaching (after they had attended a short-term course on teaching methods conducted by the provincial education office). Constraints to universalization of 1st level education also result from attitudes of the pupils and their parents, hard working conditions or nomadic lifestyles. In these particular localities concise 1st-level curricula can be implemented, and the organization of the school year and the teaching staff should be very flexible in accordance with the people's living conditions and with their seasonal work, in such a manner that the pupils' learning is not hindered during the months of schooling by the people's work and weather conditions.

The failure to apply universalization of 1st level education and the shortage of proper reading materials for neo-literates has allowed illiteracy to stage a comeback in Vietnam. This follows upon the successful creation of a powerful movement for literacy training, which was able to motivate the literates to teach the illiterates. Now things are quite different. In some provinces the 1st level schoolteachers have been encouraged to take part in the literacy campaign during their summer holidays, but very little success has been recorded since they already feel exhausted after a year's hard work. However, there are fresh opportunities now. By virtue of educational development, every year quite a large number of 3rd level school leavers, who fail in entrance examinations for universities and colleges, vocational or technical secondary schools, and who cannot yet find a job, have been mobilized to take part in literacy courses. If they do the teaching well they are liable to be admitted into teacher-training schools.

Training Managerial Officers and Educational Service Personnel

The fact that some schools have progressed from deficient, to good, then to advanced schools, is proof of the very important role of the school principal. Nevertheless, the retraining of school principals was initially problematic. Schools for managerial officers were formed at the central and local levels one after another, but at the initial stage only general theoretical problems on educational management were provided and instruction readily applicable to the specific realities of Vietnam was lacking. Then a guideline of "scientific research" was defined for the schools, gearing them to sum up the managerial practices of the advanced schools. Step by step the management procedures for schools in

specific conditions of Vietnam were formulated and enriched. For the time being the central schools take up the retraining of the principals of 3rd level general education schools and district education bureau chiefs (but with the former as their main targets). Local schools are entrusted with the task of retraining the headmasters of the basic general education schools (1st and 2nd levels). However, retraining curricula for other categories of managerial cadres have not yet been formulated. This formulation is usually conducted at conferences summarizing management practices. As for educational service personnel, curricula for librarians and laboratory assistants have been defined, but even these should be subject to further studies on different standards of retraining classification and organization.

Retraining of Teachers

If the training of teachers is complicated, their retraining is much more so since the recipients are so numerous and multiform in sources of training, standard, specialization, age and living and working conditions. To fulfill this Herculean task, the best way is to arouse a sense of self and mutual retraining in each and every teacher, each school, each district, each province and each level, and have the government take charge of providing them with curricula and materials, evaluating the outcome of their retraining and applying necessary statutes and policies for dealing with those who have done it effectively.

To achieve this goal the most fundamental measure is to form a rational standard-structure correspondent to a rational division of work and treatment in each collective of teachers, as was discussed above. On this basis teachers of each level are classified into three categories: ordinary; principal; and senior. At the same time "above normal" training and retraining systems should be started to improve the teachers' qualifications.

Thus, the formation of the above-mentioned standard-structure represents the guiding line for the retraining of teachers, beginning with the arousal of the teachers' sense of retraining to meet the need to replace old textbooks with new sets as laid down in the educational reforms now being implemented. The process works in the following way. The teacher-training school is provided with the new general education curricula and textbooks with a clear requirement that it should conduct scientific studies and tests to seek out the best way to implement them in its local conditions and circumstances (both natural and social). It is thanks to these studies that teaching staff can develop, going deeper into the new curricula and textbooks as a basis for the preparations for the retraining of teachers from general education schools. It is hoped that the latter are motivated to bring into full play their understanding and their experience in life and work in the local conditions. From the experience accumulated over a few years, it may be affirmed that the teachers can be motivated in this way. Quite a number of gifted individuals have emerged from both teacher-training and general education schools, and have made real progress and been selected for "above normal" courses so that they would act as standard-bearers at their units.

In this way the trail for retraining teachers through the replacement of old textbooks was blazed. It has become a constant activity at schools. This shows the importance of the "retraining for standardization" of teachers who have been trained under "below normal", intensive and short-term systems. Because of the late realization of the need to form the "normal system" early on, the task of "retraining for standardization" proves to be a very great one, and cannot be fulfilled overnight; and now the new textbooks with more up-to-date scientific contents are a real challenge for the teachers who have not yet been

"standardized". As a matter of fact, this helps drive ahead the "retraining for standardization" and the annulment of the old "below normal" training systems to avoid more troubles, one heaped upon the other.

Employment of Teachers

Three major problems arise in the employment of teachers:

1. The difficulty of achieving harmony between training and retraining on the one hand and the requirements of employment on the other.
2. The need to employ teachers in their actual specialization, which is to stimulate their self-retraining.
3. The need to assign teachers to out-of-the-way localities.

To alleviate the first difficulty it is necessary to avoid the unrealistic planning of training and retraining imposed upon schools from above. This should be done conversely, i.e. the plans should be worked out at the units on the basis of real needs and then submitted to higher levels for generalization. Even so, the actual employment of teachers may experience some changes, possibly due to job transfers, which are quite unforeseen. To avoid problems in this instance it is necessary to refrain from training teachers in too narrow a specialization. This once specifically occurred in the training of teachers for 2nd level schools, and after some years the specializations of teachers did not meet the needs of their employment in the schools. For this reason, a decision was made to adopt two curricula for Teacher-Training High-Schools: one for densely-populated localities, where each school formed numerous classes, which made the division of work easy; and the other for thinly-populated areas, where each school formed only a few classes, creating problems in the division of work for teachers of narrow specialization. For the densely-populated areas, teachers should be trained in the teaching of two subjects, one principal and the other supplementary; and for thinly-populated localities, teachers are to be trained in the teaching of 4 subjects, one principal and the other three supplementary. The principal subjects call for deep specialization, but the supplementary ones are practical. The grouping of principal and supplementary subjects is not rigid but flexible, and the employment of teachers according to their qualifications and specialization is up to the local schools on the basis of their real needs. The teachers should undertake retraining in the subjects which they are or will be teaching.

To settle the second difficulty, managerial officers, namely school principals or education bureau chiefs, should (under strict inspection and control with proper fines or rewards) employ teachers in accordance with the specialization for which they are qualified. What is more, the managerial officers should use fines or rewards as their lever in their power to gear teachers to make efforts to progress in the desired direction. For instance, to fight "instruction without teaching aids", it is necessary to reward teachers who have effectively utilized teaching-aids and fine those do not use them in their teaching.

The assignment of teachers to remote corners of the land presents a big problem. To solve it effectively it is necessary to abide by the following principles:

- Assignment with clear, definite terms. After the term of work the teachers are either sent back to their former localities or to another locality in keeping with their aspirations (except in cases where they desire to stay longer).
- Shorter terms of assignment for female teachers (as compared with their male counterparts) and for experienced and well-qualified teachers (as compared with neo-graduates). Term reduction will be applied to those who have, in far away localities, made efforts to foster their local colleagues to take their place, or motivated local learners to enter educational service.
- Employment of experienced and well-qualified teachers in inspection work, in the fostering of local teachers, or in the conduct of studies on local education.
- Execution of proper policies for teachers who are working in far away localities, including the care of their families.

Financial Resources for EOI, UPE and CE

For EOI, UPE and CE of adults, there are 5 financial resources: budgets of the State; the province; the district; the village; and the people's contributions (not to mention international aid). They are usually channelled into the following:

- Payment of the teaching staff and educational personnel: So far all teachers of 1st level upward, some nursery and kindergarten teachers, full-time and part-time (voluntary EOI and CE) instructors have been paid salaries. The State budget covers the payment of salary to all types of teachers from 1st level upward, some nursery and CE school headmasters and full-time CE instructors. Other types of instructors' wages and allowances are covered by district and village funds or the people's contributions.
- Full-time CE school learners granted scholarships.
- Textbooks and school facilities of all types.
- Construction of school premises. The village budget covers the erection of primary education schools, nurseries and kindergartens and adult CE schools. The construction of other types of schools is covered by the district, provincial or even central budget.
- The training and retraining of teachers and managerial cadres of all levels are provided for by the State budget.
- The expenses of educational research, studies and experimental tests.

All these financial resources for educational work make up about 15-20 per cent of the government's total budget of which an average of 8-10 per cent is covered by the State budget, with the rest made up by the local budgets or the people's contributions, which are very great and not estimated at face value. For instance, during the war years, as mentioned above, the people contributed to the construction of schools and classrooms, bomb-proof shelters and trenches to ensure safety for schoolchildren, and sometimes even contributed to the payment of teachers.

In the period of post-war restoration, the construction of national or provincial teacher-training schools is covered by the State budget, with the cost of secondary schools covered

by the district budget. The vast networks of nurseries, kindergartens and CE schools are built with village funds or the people's contributions.

Another very important resource that should be mentioned is international aid. For many years now Vietnamese education has had plans of international cooperation with the socialist countries. By virtue of these plans Vietnam has received assistance from developed socialist countries in the development and democratization of education. The major assistance given by the developed countries to Vietnam is in the training of teachers, managerial cadres and other types of educational personnel. What is more, Vietnam has also received assistance, facilities and teaching aids from developed countries.

- Vietnamese education has also received very precious assistance in financial support, facilities, materials, and experience from United Nations bodies like UNICEF, UNESCO and UNFPA in programmes and projects for educational development.
- Many workshops on literacy, universalization of primary education, educational universalization in disadvantaged areas, parents' education, population education etc. have been financially sponsored by the international bodies.
- Many retraining courses for teachers and educational managerial cadres have been held in Vietnam under international sponsorship.
- The financial support of international bodies like UNICEF, running into the tens of millions of US dollars has been channelled into the construction of school premises and facilities in the post-war period, first and foremost construction of primary schools.

Apart from the above-mentioned resources, Vietnam has also received humane aid from the people of the world and organizations, both governmental and non-governmental, during the time of the war and the period of economic restoration,

Monitoring

Importance is attached to this activity in order to obtain knowledge of the real situation with exact data from each village, district, province and the whole country on:

- Total number of primary education school age children.
- Total number of repeaters and dropouts, plus out-of-school children.
- Educational efficiency.
- Total number of illiterates.
- Total number of CE adult learners etc.

Fundamental investigations have been conducted in various regions: the countryside; towns and cities; the plains; the mountains; at certain times, particularly when evaluation of progress is being made for preparation of Five-Year Plans. Investigations have been carried out on an annual basis by the leading bodies of both general and complementary education.

Educational Statistical Work

This is meant to collect data on educational development conditions for improvement of educational quality: teachers; books; teaching materials; school premises and facilities.

The Department for Planning and Accountancy at the Ministry of Education takes charge of this work by issuing statistical sheets and forming a statistical network from the central office down to the schools.

The collection of statistics is conducted from the grassroots upward, the district processing and classifying data from the grassroots, the province doing those from the district, and the central authority doing those from the provinces. Statistical data are collected at three times in the school year - the start, the middle and the close.

Inspection and Control

On the basis of educational guidelines, policies and plans, inspection and control are supposed to be carried out during the school year from the upper levels down to the provinces and the districts.

Each educational sector has its own inspection team to conduct the work in the sector itself. The central authority conducts the inspection of the provinces typical of the different regions. The province inspects its typical districts, possibly selecting districts with strong, medium and weak movements. The district conducts the inspection of the schools in the district and villages. The results of the inspection and control are to be processed and classified from the lower levels upward and result in conferences for summing up the school year.

At the Ministry of Education, the Inspection Commission is responsible for inspecting the implementation of major educational guidelines and policies. Its professional and technical departments see to the control and inspection of the educational quality of teaching and learning and all problems concerned with their respective sectors. The provincial and district educational offices have their respective inspection boards and have similar functions.

Forming Five-Year and Annual Plans

On the strength of the results of fundamental investigations, educational statistics, inspection and control, the Ministry of Education makes annual decrees on educational plans and the improvement of educational quality, bringing the strong points into play and overcoming the weak points.

Every year, the central level (i.e. the Ministry) summons a national conference of the educational bureaus of the provinces to sum up the school-year and discuss orientation, measures and plans for educational development in the next school year. In light of the annual summing-up conference at the Ministry, the provincial educational bureaux hold similar conferences in their localities for the districts and the schools under direct provincial guidance. These conferences are aimed at specifying the guidelines and orientation at the central level. In their turn, the districts hold similar conferences for the villages and schools. Thus, the orientation and guidelines of the central level are uniformly disseminated to the grassroots.

Annual Training Workshops

Besides the summing-up conferences mentioned above, the different professional and technical departments of the Ministry of Education often hold training workshops on professional matters. Whenever necessary, training courses are held on statistical work planning, evaluation, improvement of efficiency in the utilization of books and school facilities, retraining of managerial cadres, teachers and educational personnel and amelioration of the quality of teaching and learning. Many of these training workshops and courses have been held with the financial sponsorship of the international bodies.

Motivating the Population

This presents a most effective measure. As has been mentioned above, the Ministry of Education cannot by itself implement all educational plans, above all the universalization of primary education, the literacy campaign and complementary education of adults. That is why the motivation of the mass organizations to participate in educational work should be made a State guideline.

Vietnam practises the centralized system under the leadership of the Vietnam Communist Party. The principle of management is the Party's leadership, the government's management and implementation by the people as masters. Under this principle, all guidelines for educational development (literacy, the universalization of primary education and the complementary education of adults) are to be inserted in the resolutions of the Communist Party's congresses from the central level down to the grassroots. These resolutions have a legal character and are to be implemented by the different levels.

On the basis of these resolutions of the different levels of the Vietnam Communist Party, the governments of all levels formulate policies and plans for management and formation of the machinery, the indexes and even measures of implementation, including the educational budgets. The educational levels, from the central level to the localities, are responsible as governmental offices for making plans to specify these educational guidelines into decrees of the State on education for implementation by the levels. In the implementation of education policies, the Ministry of Education is responsible for coordination between the education offices and other economic and cultural departments concerned as well as mass organizations.

The mass organizations like the Youth League, the Women's Union etc. are informed of, and participate in discussions of, major educational guidelines and policies, both long-term and annual, from whence they motivate their members to take part in activities supporting the implementation of the educational plans.

Another mass organization with effective activities is the Parents' Association in all schools from kindergartens and nurseries to secondary schools. The Association assumes the duty of joining with the school in the implementation of educational plans. It cooperates in family education and in motivating the neighbouring people to work for the school by contributing manpower and financial support under the present conditions of a limited State budget.

National Policy of Education for All

Within the framework of APPEAL, the Socialist Republic of Vietnam policy is to make all working people literate and conduct literacy follow-up activities (courses in specialized subjects, primary education) to consolidate their skills in reading, writing and doing arithmetic calculations and help them apply their instruction to their lives. The policy also calls for the universalization of primary education among all children of the 6-15 age bracket. To ensure success for this policy the following activities have been carried out:

1. The above mentioned guidelines and policies have been institutionalized into National Assembly and Government documents from whence they can be turned into state plans from provincial level down to the grassroots. In the near future, the Council of Ministers is to issue a Decision on literacy of the working people and universalization of 1st level education of children as a preparatory step for the promulgation of a Law on Universalization of 1st Level Education.

2. A central Commission for Coordination in Guidance of Literacy and Universalization of 1st Level Education was set up, composed of an Education Vice Minister as Chairman and 10 executive members (department chiefs and deputy chiefs) representing Departments for Complementary Education, General Education, Planning and Accountancy, Personnel, Training and Retraining, International Cooperation and Institute of Educational Sciences of Viet Nam. Its Secretariat consists of cadres from the Ministry of Education and UNESCO National Commission. The APPEAL National Commission plans to include representatives from such non-educational institutions as Culture and Information, Youth, Women, Trade Union, Public Health. Since its establishment, the Coordination Commission has held 3 meetings for the purpose of:

   - Studying APPEAL documents and discussing plans for cooperation.
   - Making preparations for seminars/workshops in connection with APPEAL.
   - Dividing work in preparation for documents to be submitted to the Government for approval such as decisions on literacy and on universalization of 1st level education.

Co-ordination between EOI, UPE and CE

So far these programmes, both at the central level and in the localities, have been under the charge of two separate educational departments. At present, the Complementary Education Department is entrusted with literacy and continuing education, and the General Education Department with the universalization of primary education. However, close coordination exists between the two in division of work, guidance and monitoring via the National Coordination Commission. For instance, after the investigation of illiterates among adults and children, the general education schools and the local full-time complementary education workers should jointly see to literacy of both adults and out-of-school children. In the post-literacy stage the adults and the senior children who cannot afford to attend general education schools should all join in the same post-literacy classes.

Some hold the view that these two tasks should be put under the charge of one department. Although this is yet to be achieved at the central, provincial and district levels, it is already the case in numerous villages and sub-districts where the two tasks are in the care of the same educational bureau.

Activities related to APPEAL

During March 1988, three-day seminars were held in Hanoi and Ho Chi Minh City under the sponsorship of UNESCO PROAP with participants from 40 cities and provinces (for each province 1 education bureau leading cadre and 1 specialist in charge of literacy and universalization of primary education) and representatives from non-education bodies such as Youth Union, Women's Union, Trade Union, Culture-Information, the press, and local news agency and radio station. A total of 185 individuals participated in the two seminars. The aim of the seminars was to evaluate the situation of literacy and universalization of primary education in the first year of the Three-Year Plan (1987-1990) and also to enable participants to exchange experiences of problem solving in this field. The following points arose in discussion at the seminars:

- Literacy and universalization of primary education presents an immediate minimal requirement of Vietnamese education both to execute the government's educational guideline and policy and to respond to UNESCO APPEAL Programme for materialization of fundamental human rights as premises for socioeconomic development. This goal is to be attained by the year 2000; those localities with favourable conditions should make efforts to attain it by 1995, and the others may aim a little later than 1995.
- Despite current socioeconomic difficulties, each locality should promptly conduct fundamental investigations of adult illiterates of the 16-40 age bracket and school-children of the 6-15 age group as a basis for further literacy and educational plans with specific phases, objectives and schedules (using 1990, 1995 and 2000 as landmarks).
- Efforts are to be made to complete various curricula and textbooks for literacy, for out of school children and for ethnic areas.
- Educational funds are to be raised from 4 sources: State budget; contributions made by social and people's organizations; schools' funds built by both teachers and schoolchildren; and international assistance. These funds are to be used both for the accomplishment of literacy and for universalization of primary education.
- Literacy and primary education universalization boards are to be formed from provincial levels down to the grassroots.
- Judicial documents are to be promulgated at all levels, central and local, aimed at creating favourable conditions for the accomplishment of these two major tasks.

An experimental test was conducted in training teachers to work both in general education schools and in literacy programmes for adults and out of school children. The test was carried out in three 1st level teachers' training schools in Ha Tuyen Province partly under the sponsorship of UNESCO PROAP. The project is now at the stage of training a nuclear network and completing materials for student-teachers, and it is to be completed by 1989. The conclusions drawn from this project will be further expanded in a few provinces and

then a final summing-up will be made for submission to the Ministry of Education. If it is officially approved it will be inserted in the syllabuses of the teacher training schools in the mountainous areas.

Under the ACCU sponsorship, a national workshop on preparation of literacy follow-up materials was held in Hanoi on 22-30 June, 1988. Among the 30 participants were full-time complementary education workers from the central office and 3 provinces. After 7 days they produced 7 prototype materials: 3 books; 3 posters and 3 audio-visuals. What's more, ACCU is to assist in the production of the booklet entitled "Foods for babies", which is being prepared for printing.

Future Activities related to APPEAL

- Decisions on literacy and primary education universalization are to be submitted to the government for approval.
- The APPEAL National Coordination Commission is to be structurally improved, and APPEAL Coordination Commissions are to be set up in cities, and provinces down to the grassroots level.
- New sets of literacy textbooks with instructors' manuals, simplified curricula and materials for out-of-school children and students in ethnic areas are to be completed.
- An experimental project is to be accomplished in training local teachers for three target groups: general education school children; illiterate adults and out-of-school children.
- Monitoring and evaluation is to be conducted in several localities once literacy and universalization of primary education have been achieved there.
- An experiment is to be conducted in a mountainous province on coordination in literacy of both adults and children.

This series comprises the following country studies:

1. Bangladesh (People Republic of)
2. China (People Republic of)
3. India (Republic of)
4. Indonesia (Republic of)
5. Lao People's Democratic Republic
6. Malaysia
7. Nepal (Kingdom of)
8. Pakistan (Islamic Republic of)
9. Philippines (Republic of)
10. Thailand (Kingdom of)
11. Vietnam (Socialist Republic of)
12. A Regional Overview

BEST COPY AVAILABLE